

# Positive Behaviour for Learning Policy

Version 4

‘Child centred, progress focused allowing our young people to grow and thrive’

**This policy applies only to 11-16 New Collaborative Learning Trust institutions.**



**Wingfield Academy**

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## 1.0 Overview

### 1.1 Core Purpose and Principles

- 1.1.1 At Wingfield Academy we are driven by a commitment to providing memorable learning experiences for all our students. We believe that every young person can achieve great things. We understand that outstanding achievement is inextricably linked to an exceptional culture, which promotes high standards of behaviour, positive professional relationships and the personal development of staff and students. We aim to manage behaviour well so we can provide a calm, safe and supportive environment which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all students to succeed personally.
- 1.1.2 Our culture is one where students and staff flourish in safety and dignity. We believe it is particularly important that every single member of our staff, no matter of role, have a responsibility for nurturing and maintaining this culture. Staff will receive regular training and new staff will receive comprehensive induction CPD to make sure that they collectively embody this school culture, upholding the schools' behaviour policy and values at all times and responding to misbehaviour consistently and fairly.
- 1.1.3 Our students will also be taught how to behave, so that they understand what behaviour is expected and encouraged and what is prohibited. This will be supported by positive reinforcement when expectations are met and sanctions where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.
- 1.1.4 Set Academy routines will be taught to reinforce the behaviours expected of all pupils. Repeated practices promote the values of the Academy, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils will be made into commonly understood routines, for example, entering class, clearing tables at lunchtime and walking around corridors. These routines have been made simple for everyone to understand and follow.
- 1.1.5 In everything we do, we will always remain 'child centred, progress focused' which enables all our young people to grow and thrive.
- 1.1.6 We believe that in order for our young people to grow and thrive, they must develop self-discipline and be given autonomy to make the right choices within a clear framework of high expectations that are driven by our student values of respect, responsibility and resilience.
- 1.1.7 These are underpinned by our core principles of:
- **Supporting staff** – A commitment to value, train and support all staff. Setting the highest expectations for their performance
  - **Child centred** – involving students in everything we do.
  - **Sweat the small stuff** – A shared commitment to upholding the highest standards, begins with ensuring the smallest detail matters. We know our young people and community well striving for the very best every single day

- **Excellent curriculums** – Staff are motivated to provide the widest range of top-quality learning experiences and opportunities, so that all students have the chance to achieve.
- **Recognition Focussed** – Achievements of all young people are routinely recognised and celebrated, forging a culture where everyone is proud of one another
- **Positive relationships** – Our culture of care and mutual respect amongst staff and students is driven by unrivalled levels of ‘Botheredness’
- **Certainty over severity** – We believe in the certainty of consequences rather than necessarily the severity.

## 1.2 Student Values

1.2.1 From the first day at the academy, students are expected to adopt and develop our student values in everything they do. Our role is to provide a framework that students are expected to follow:

### **Respectful**

- Be polite and well mannered
- Be kind and considerate
- Listen to others without interruption
- Respond quickly and positively
- Keep yourself and others safe

### **Responsible**

- Look smart (Adhere to our Academy uniform expectations)
- Attend, be punctual and equipped
- Accept responsibility for the choices you make
- Take pride in your work and the environment
- Be independent, conscientious learners

### **Resilient**

- Approach learning with a positive ‘can do’ attitude
- Persevere when learning is challenging
- Absorb yourself in learning
- Accept that failure is necessary for success
- Work hard

1.2.2 We have high expectations of our students and will not compromise or accept excuses. We will however always listen and support the individual needs of every student in a ‘child centred, progress focused’ way. Although meeting our expectations for some students maybe challenging, we do expect all students, without exception to live by our values 100% of the time. This includes when students are:

- In learning
- Out of class during unstructured time (Corridor movement, break and lunchtime)
- Taking part in any Academy-organised or Academy-related activity.

- Travelling to and from the Academy.
- Whilst wearing Academy uniform in public.
- In some other way identifiable as a student at the Academy. (Including social media)

1.2.3 The Academy will not hesitate to challenge, correct and sanction individual students who do not meet the expectations. After all, our priority is the learning, progress and wellbeing of all our students and no one individual should be allowed to jeopardise that for others without consequence.

1.2.4 This policy is supported by regular staff CPD and twice weekly staff practice sessions focusing on: core routines and developing appropriate strategies for managing behaviour; bespoke teaching and learning strategies which ensure the highest quality of provision for all students including those with special educational needs and disabilities.

### 1.3 Roles & Responsibilities

The Academy sets out clear and explicit expectations of all stakeholders, based on our values of Respect, Responsibility & Resilience. Promoting positive behaviour and good attendance is the responsibility of the Academy community as a whole. Specific roles and responsibilities include:

#### 1.3.1 **Academy Leadership and Staff**

- The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Staff will implement the behaviour policy consistently and fairly.

#### 1.3.2 **Parents' responsibilities:**

- To respect the Academy's behaviour policy and the disciplinary authority of Academy staff.
- To help ensure that their child follows the reasonable instructions by Academy staff and adheres to Academy rules
- To send their child to the Academy each day punctually, fully equipped and ready to learn
- To ensure Academy staff are aware of any SEN-related or other personal factors which may affect their child's behaviour within Academy
- To work with the Academy to support their child's positive behaviour
- To model expected and positive behaviours when on Academy site
- To attend meetings with the Headteacher or other Academy staff, if requested, to discuss their child's behaviour
- If their child is suspended from the Academy, to ensure the child is promptly collected by a parent and to ensure the child is not found in a public place during Academy hours in the first five days of suspension and to attend a reintegration interview with the Academy at the end of a fixed period suspension
- To be contactable and to ensure that the Academy holds the correct contact information

- To sign and adhere to the terms set out in the Contract of Expectations (Appendix 4)

### 1.3.3 Students are expected to;

- To follow Academy rules and instructions of Academy staff, first time every time
- To act as positive ambassadors for the Academy when off Academy premises
- Not to bring inappropriate or unlawful items to Academy
- To show respect to Academy staff, fellow students, Academy property and the Academy environment
- Never to denigrate, harm or bully other students or staff
- Reflect and engage with restorative practices, accepting responsibility of actions and subsequent consequences

## 2.0 Academy Uniform Expectations

2.1 At Wingfield Academy, we will uphold the highest standards of uniform. To 'look smart' is the first step towards demonstrating the Wingfield Values.

2.2 Students are expected to wear the following items of compulsory uniform:

- White shirt/blouse tucked in and top button fastened
- Academy tie
- Academy lanyard, including the plastic card holder and timetable card
- Plain black tailored trousers, with no ankles showing
- Wingfield Jumper/Cardigan with logo (During half term 6, this is not compulsory)
- Formal plain black, flat shoes with a solid base/bottom
- Plain black, full length socks must be worn
- Backpack (must be large enough to carry equipment and other items such as an A4 folder)

2.3 The only items of jewellery permitted to be worn are one pair of plain earrings that are no bigger than a 5p coin, one signet ring and a watch.

2.4 Items that should not be worn:

The following items are not considered appropriate uniform and should therefore not be worn. This list is not exhaustive.

- Leggings/trousers of a tight or skinny fitting style. Trousers that show a student's ankle
- Trainers, sandals, flip flops, plimsolls, high heeled shoes, shoes with fashion logos on, or boots (Examples of shoes which are not permitted under this policy can be seen below).



- Skirts
- Bandanas of any colour
- Headbands that are not plain black
- Shoe laces other than black.
- Hoodies
- Hats
- Coats and outdoor clothing in the Academy building
- Jumpers/Cardigan/ hoodies with designer logo or non-Wingfield motifs
- Body, facial or tongue piercings including plastic retainers
- Bracelets
- Ankle/trainer socks/ coloured socks

## 2.5 Makeup

Y7 and Y8 students are not permitted to wear make-up, for students in Y9, Y10 and Y11 make-up must be minimal and discreet (looking entirely natural). Eye shadow, false lashes, heavy mascara, heavy eye brows and brightly coloured lipstick would not be acceptable for any student. Excessive make-up will have to be removed. False nails, such as acrylic/gel, and any coloured nail varnish are not regarded as acceptable. Brightly coloured dyed hair which is not natural looking, hair that has patterns shaved into it or other types of extreme hairstyles will not be accepted.

## 2.6 Being Equipped

We expect every student to arrive every day to the Academy fully equipped. This means they must have:

- 1 Backpack large enough to carry at least 5 A4 exercise books and a PE kit
- 2 Black pens
- 2 Green pens
- Pencil
- Ruler
- Eraser
- Whiteboard pen
- Clear pencil case
- Calculator (Casio fx-85GT X classwiz)
- Year 7/8: Day book (Reading book of their choice)

Where students fail to attend with correct uniform they may be asked to wear replacement uniform. A detention of 30 minutes will be set for students who arrive without uniform.

**Clutch bags/man bags/over the shoulder tote bags are not permitted as these are not sufficiently big enough to carry all required items. Examples of acceptable school bags can be seen below as well as examples of bags which are not permitted.**



## 2.7 Tattoos (Under 18s)

It is illegal to tattoo young people under the age of 18 under UK law. Even with parental consent, in the UK it is illegal for anyone to have a tattoo under the age of 18. If seen by the school, it can be classed as neglect and/or abuse by parents/carers. The designated lead for safeguarding will in the first instance contact parents / carers to raise questions and / or concerns prior contact Rotherham Social Care and pass on parental/carer details and share concerns.

## 2.8 Mobile Phones

The Academy does not permit the use of mobile phones or earphones whilst on the Academy site unless directed by staff in learning. Students seen with a mobile phone or wearing earphones will have such items confiscated. Following 3 occasions when items are confiscated, parents will be notified and asked to collect on a student's behalf. Students who refuse to hand over their mobile phone when requested to do so by a member of staff will be placed in our reflection room.

## 2.9 Supporting the Uniform Policy

- 2.9.1 As a parent, you are encouraged to contact the Academy before buying/sending your child to the Academy with anything you feel may be deemed unacceptable due to the expectations stated above.
- 2.9.2 Students in breach of the Academy uniform expectations will have items confiscated and placed in the Academy safe. Students will be able to collect the items at the end of the week from the Academy's reception from **3.00pm**. Where items of non-Academy uniform cannot be removed, parents will be contacted in order to rectify. Where this is not possible, students will be placed in the reflection room until resolved.

## 3.0 Smoking and/or vaping

- 3.1 It is illegal to purchase cigarettes, E cigarettes and vaping products if you are under the age of 18 in the UK. Therefore, the Academy does not permit smoking and/or the use of any E-Cigarette/Vapes on Academy site. If students are caught in the possession of any smoking/vaping paraphernalia (cigarettes/E-Cigarettes/vapes) and/or caught smoking/vaping on the Academy site, this will result in appropriate sanctions be issued (including the use of suspension).
- 3.2 Where there is evidence to suggest that illegal substances are being consumed on site this will result in a suspension of up to 10days.
- 3.3 Anyone found to bring illegal substances on site will be considered for permanent exclusion.
- 3.4 The academy reserves the right to undertake random searches (see appendix 3: searching, screening and confiscated record) to ensure the health and safety of all members of the academy community. Any smoking/vaping paraphernalia (for example, cigarettes/E-Cigarettes, vapes, lighters) will be confiscated and either destroyed or



handed over to police for testing and destroying. Confiscated items **will not** be returned.

3.5 Any student who refuses to hand over any smoking related paraphernalia will result in a suspension of up to 5 days.

#### **4.0 Prohibited items**

The Academy does not allow the following items on site (this list is not exhaustive):

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and e-cigarettes/vapes
- Lighters
- Chewing gum
- Pornographic images
- Laser pens
- Fireworks
- Any article that is likely to cause / commit any offence, cause personal injury or damage

If there are suspicions that pupils have any of these items, searches may be undertaken to ensure the safety and well-being of all students and staff.

See Appendix 2: Supplementary guidance to aid the implementation of policy.

See Appendix 3: Searching, screening and confiscation record.

#### **5.0 Bullying and Child on Child Abuse**

##### **Bullying**

Wingfield Academy takes a strong and consistent approach to bullying of all forms. Further details of this can be found in our 'Anti Bullying policy', which outlines the approach the Academy will take to safeguard students from exposure to bullying. Within this policy the consequences for students who are identified as exhibiting bullying behaviours can be found.

##### **Child on child abuse**

The term child on child abuse covers a wide range of serious misconduct. It could include bullying, online bullying, and discriminatory language, physical or sexual abuse. More details are provided in the Academy's safeguarding and child protection policy. Wingfield Academy takes allegations of child-on-child abuse very seriously, and leaders will always investigate all such allegations.

It is important to be clear that Wingfield Academy will not tolerate instances of child-on-child abuse and will not pass it off as 'banter', 'just having a laugh' or 'part of growing up'. We will

recognise that abuse can occur between and across different age ranges and we will operate a zero-tolerance approach to it. Where an incident of this nature is observed or suspected, Senior Leaders and the school's Designated Safeguarding Lead will be informed and agreed procedures will be followed. All instances of bullying and child-on-child abuse will be recorded on CPOMS to ensure that key staff are aware, and the associated actions are clearly documented and retained by the Academy.

## **6.0 Attendance & Punctuality**

6.1 Punctuality is a core life skill. Something we value a great deal at Wingfield Academy. When students are not punctual, vital information is missed and will be detrimental to progress. Learning is disrupted when students arrive late and therefore affecting others too.

6.2 Lateness to school:

Students should be in school before 8:20am as the gate will be locked at this time. Students must be in tutor time by 8:25 am. Any student arriving after the gates are closed at 8:20am will need to enter via the attendance office and a detention will be set for after school on the following day with a text/MCAS message sent to confirm this. For regular lateness, parental contact will be made and where necessary meetings arranged. For further information, please see the Academy Attendance Policy.

6.3 Lateness to lessons:

All students are expected to take the shortest route possible in order to attend learning on time. Where a student is unreasonably late for learning (such that all other students have arrived and the student arriving late does not have a valid reason for doing so), a 30-minute after school detention (3.00pm - 3.30pm) will be set for the following day, unless there is already a pre-planned detention, in which case a 60-minute after school detention will apply (3.00pm - 4.00pm).

Failure to attend the 30-minute detention will result in an escalation to a 60-minute detention the following day.

Failure to attend the 60-minute detention will result in being placed in the reflection room for one full day.

## **7.0 Recognition and Reward**

7.1 At Wingfield, we encourage and celebrate the success of all its students in all areas of school life, and to ensure that personal commitment and achievement is acknowledged, rewarded and recorded. We acknowledge the importance of praise and reward and seek to promote and reinforce our student values of:

- Respect
- Responsibility

- Resilience

7.2 We recognise that students thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving, can inspire those who may be struggling, and can inspire and motivate those who may be disengaged. Finding ways to reward our young people is at the heart of our teaching. We will reward whenever possible:

- Formally or informally
- Publicly or discretely
- Regularly
- Consistently

7.3 We ensure that students in all Year groups across the Academy can benefit from our rewards processes and that there is consistent application of policy across departments, year groups and from teacher to teacher.

7.4 Rewards in our Academy are linked to:

- Approach to learning
- Attainment and progress
- Student who demonstrate the core student values consistently
- Good attendance (At least 95%)

7.5 The rewards highlighted in this document have been developed together with students and staff from the Academy. The strategy will:

- Support the vision and ethos of the Academy
- All students making at least good progress
- All students respectful, responsible and resilient
- Promote good behaviour and a positive attitude to the Academy
- Support the Academy's Attendance and Behaviour for Learning policies by valuing the achievements of all students and recognising the widest range of student success
- Support learning by enabling students to recognise their achievements and the achievements of others
- Support personalised learning through encouraging student engagement and responding flexibly with students' achievements
- Develop and promote a climate of encouragement, praise and respect for achievement by supporting students to value their own successes and those of others
- Motivate students through the celebration of improvements and progress as well as attainment and consistency
- Be applied consistently and regularly across the academy by all staff

7.6 Within this strategy, 'Achievement Points' will be used as the Academy's currency for rewarding students. There are to be two areas of performance that will be recognised:

1. Attendance

## 2. 3 R's (Behaviour)

- 7.7 Rewards will be earned through a student's own positive behaviour choices and their attendance to the academy.
- 7.8 The academy has a rewards strategy in place for both attendance and positive behaviour. An overview of this strategy can be found within Appendix 6.

### **8.0 Student Conduct**

#### 8.1 Aims & Intro

- 8.1.1 When a member of Academy staff becomes aware of a student who does not display the Academy's values or misbehaves, they will respond predictably, promptly, and assertively in accordance with the Academy's behaviour policy. The first priority will be to ensure the safety of pupils and staff and to restore a calm environment. Staff across the academy will respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques will also be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm.
- 8.1.2 The aims of any response to misbehaviour will be to maintain the culture of the Academy, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.
- 8.1.3 To achieve the aims of this policy, a response to behaviour may have various purposes. These include:
- deterrence: deterrents for a specific pupil or a general deterrent for all pupils at the school.
  - protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
  - improvement: to support pupils to understand and meet the behaviour expectations of the Academy and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils will be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.
- 8.1.4 Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs,<sup>19</sup> has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

## 8.2 Induction process

- 8.2.1 All pupils attending the Academy will undertake an induction programme, which clearly outlines and models the behaviour expectations for students within the Academy.
- 8.2.2 Parents and students will sign a home school agreement at the start of their journey, which outlines the rules and expectations for behaviour.
- 8.2.3 Students will receive regular re-induction at the start of each ½ term as a reminder.
- 8.2.4 Those students who are suspended (internally or externally) from the Academy, or who are reassessing following an extended period of absence will also undertake a re-induction programme which will remind students of the systems, routines and expectations of the Academy.
- 8.2.5 Students who are new to the Academy / join at different points throughout the academic year will receive an induction programme as identified above.

## 8.3 Student Conduct During Lesson Time

- 8.3.1 Our system is designed to give students choices and an opportunity to 'get it right'. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked, this sort of behaviour disrupts lessons and undermines the authority of the teacher.
- 8.3.2 Where teachers feel that the flow of learning is being disrupted by an individual or group of individuals, a series of warnings (maximum of 3) will be issued, providing an opportunity for students to 'correct their actions and get it right'. Where students do not respond positively, despite these warnings, students will be removed from the lessons and a series of sanctions will follow.
- 8.3.3 the consequence system works in conjunction with our pastoral Support system, a progressive system of structured intervention led and designed by our pastoral team to address underlying causes of poor behaviour and disengagement wherever possible.

## 8.4 Student Conduct During Unstructured Time

- 8.4.1 Students at Wingfield Academy are expected to demonstrate the highest standards of behaviour at all times. This includes when they move around the building and during break and lunch time. Students should always conduct themselves in a responsible and respectful way that maintains a safe and secure environment.
- 8.4.2 Student conduct on the corridors
  - Always walk on the left. No more than pairs
  - Avoid socialising and moving in large groups
  - Avoid physical contact and respect other people's space
  - Use inside voices, and use appropriate language
  - Follow the instructions and requests of adults at all times

- Be prompt to learning, moving along corridors with pace and purpose

#### 8.4.3 Expectations at break and lunchtime:

- Only accessing permitted areas
- Food and drink are to be consumed in the indoor spaces provided. **Eating and drinking is not permitted on corridors at any time**
- Clear away all cutlery, plates and litter
- Remain on school site at all times (unless otherwise authorised)
- Use the designated toilets allocated to the year group
- Ball games are only permitted in the designated areas
- Maintain standards of uniform and appearance at all times

### 8.5 Expectations Beyond The School Gate

8.5.1 At Wingfield Academy we recognise our position at the heart of the community and want to ensure all members of the Academy contribute positively to the local area, upholding our values and beliefs. As such we reserve the right to discipline students for behaviour incidents outside core school hours if:

- They are taking part in a Academy organised or Academy related activity
- They are travelling to or from the Academy
- They are wearing Academy uniform or are in some other way identifiable as a student of the Academy
- They are engaging in behaviour which could be considered peer or peer abuse, including online bullying and misuse of social media

8.5.2 In addition, we deal with students' misconduct at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the Academy, or
- Poses a threat or causes harm to another student or member of the public, or
- Could adversely affect the reputation of the school

### 9.0 Academy Interventions

To support students with positive behaviour choices the Academy has in place the following measures:

<b>General Interventions</b>	<b>Targeted Interventions</b>
<ul style="list-style-type: none"> <li>• Initial verbal reminder using positive praise</li> <li>• C1 – C3 system to provide students with opportunities to 'get it right'</li> <li>• ½ termly re-induction – live modelling</li> <li>• Frequent and regular engagement with parents</li> <li>• Report cards</li> </ul>	<ul style="list-style-type: none"> <li>• 2-5mins C2 time out pass</li> <li>• Key worker 1:1 time</li> <li>• Short / planned rest breaks</li> <li>• Adjustments of seating plans</li> <li>• Uniform adjustments for those students with sensory needs / skin conditions</li> <li>• Mentoring</li> <li>• Adjusted timetables which may include therapeutic work within our beehive provision</li> </ul>

9.0.1 The examples shown in the tables above are not exhaustive and other interventions will be considered by academy staff from time to time on an individual student basis.

## 9.1 Academy Responses to Misbehaviour

The following strategies will be used by the Academy when student conduct does not meet the expectations as set out within this policy.

Students will be supported to understand and follow the rules and expectations. This may include sanctions (as outlined below), reflective conversations or targeted pastoral support.

## 9.2 Detentions

9.2.1 The expectation at Wingfield Academy is that no student will disrupt the learning and progress of themselves **or others** and where this happens a detention will be used in the first instance. We expect all parents to support this sanction without question.

9.2.2 It is stated in the Education Act of 1997 that the Academy does not require permission from parents/carers to keep students for a detention. "Detentions outside school hours are lawful despite absence of parental consent". However, they will be notified.

9.2.3 Detentions will run as 'next day detentions' for either 30 or 60 minutes.

9.2.4 30-minute detentions may be issued for the following reasons:

- lateness to the academy and learning, C3 in learning, C3 'Other' (C3 issued outside of the classroom), Incomplete ILT or Incorrect Uniform.

9.2.5 60-minute detentions may be issued for the following reasons;

- Non-attendance to a 30-minute detention, Failing a 30-minute detention or receiving two C3 logs in one day
- Non-attendance of a 60-minute detention, failure in a 60-minute detention or more than 2 C3 logs issued in one day will result in an escalation of the sanction to a Reflection Room day, finishing at 4pm (Mon – Thu) & 3.30pm (Fri).

9.2.6 Parents/Carers must ensure they have logged on to their MCAS account where they can monitor their child's progress, attendance and behaviour. Parents/Carers will be informed of detentions via MCAS.

9.2.7 If the detention conflicts with a medical appointment, parents/carers will need to inform the academy so that the detention can be rescheduled.

9.2.8 If a student catches the school bus, alternative travel arrangements will need to be made so that the detention is not missed. If arrangements cannot be made for the day of the detention, this can be rescheduled by the academy to an alternative day.

9.2.9 If the detention conflicts with collection of younger siblings, alternative arrangements will need to be made so that the detention is not missed. If arrangements cannot be made for the day of the detention, this can be rescheduled by the academy to an alternative day.

### 9.3 Report

- 9.3.1 Where there is a persistent breach of the academy behaviour policy, Pastoral Leaders and Senior Leaders will, alongside parents, use a report to closely monitor student behaviour.
- 9.3.2 In the first instance, the setting of reports will be for a period of 2 weeks prior to a review.
- 9.3.3 If the students' behaviour does not improve following this initial 2 week period, a decision may be made to extend the report for a further period of 2 weeks.

### 9.4 Reflection Room

- 9.4.1 The Reflection room is used for more serious incidents or for persistent low-level disruption. Students can spend from 1 to 5 days in the reflection room. The school day for students in the reflection room starts at 9:00am and finishes at 4.00pm (3.30pm on a Friday). Students must enter the Academy via the attendance entrance. The learning set will reflect the student's normal curriculum offer. The use of the reflection room as a sanction is a last resort before a fixed term suspension is issued. Where students refuse to enter the reflection room, a suspension will be sanctioned.
- 9.4.2 If an immediate removal from the classroom and time in the reflection room is required, parents will be informed the same day via the My Child At School app.
- 9.4.3 Following time spent in our reflection room, students, with the support of their Pastoral Leader, will be given an opportunity to have a restorative conversation with the member of staff who issued their behaviour log which resulted in time spent in the reflection room.
- 9.4.4 If a child has a social worker, including if they are a CIN, child protection plan or LAC key professionals will be notified.

### 9.5 Internal Suspension

Students will serve between 2-5 days within our reflection room or at an alternative setting. A readmission meeting will be held between parents, the pastoral leader and a member of the senior leadership team upon the students' return to their usual timetabled lessons.

Following any suspension, the academy will take reasonable steps to meet with parents and students to ensure there is clarity around the reasons for the action and also to discuss the student's reintegration. This meeting will be chaired by a member of the senior leadership team. At the meeting, the strategy for reintegration and managing the student's behaviour will be discussed.

### 9.6 Managed Moves

Students at the risk of suspension can sometimes benefit from a managed move to an alternative secondary school for an allocated period of time. Managed move documentation



is completed alongside a pre-visit for the student and parents/carers as stated by the Local Authority. A managed move as a preventative measure or as an alternative to permanent exclusion should involve the agreement of the family.

### 9.7 Alternative provision

For some students, securing an alternative provision is an option. The academy delivers its own bespoke alternative provision package to support the needs of individual learners.

### 9.8 Off-site direction

- 9.8.1 Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. Whilst the legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an alternative provision or another mainstream school. During the off-site direction to another school, pupils must be dual registered. Code B should be used for any off-site educational activity, if the provision is an approved educational activity that does not involve the pupil being registered at any other school.
- 9.8.2 When possible, in-school interventions or targeted support from alternative provision schools should be used to meet a pupil's individual needs and circumstances – whether behavioural or special educational.
- 9.8.3 Depending on the individual needs and circumstances of the pupil, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is in a mainstream school) upon review of the time-limited placement.
- 9.8.4 The governing board must comply with the Education (Educational Provision for Improving Behaviour) Regulations 2010 and must show regard to the Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies. Whilst the alternative provision guidance section does legally apply to maintained schools, academy trusts are also encouraged to follow this guidance.
- 9.8.5 The statutory guidance covers objectives and timeframes with appropriate monitoring of progress. For maintained schools, the governing board must ensure that parents (or the pupil if 18 or older) (and the local authority if the pupil has an Education, Health and Care (EHC) plan) are notified in writing and provided with information about the placement as soon as practicable after the direction has been made and no later than two school days before the relevant day.
- 9.8.6 Parents (or pupils aged 18 or over) and, where the pupil has an EHC plan, the local authority can request, in writing, that the governing board hold a review meeting. When this happens, governing boards must comply with the request as soon as reasonably practicable, unless there has already been a review meeting in the previous 10 weeks.

- 9.8.7 The length of time a pupil spends in another mainstream school or alternative provision and the reintegration plan must be kept under review by the governing body, who must hold review meetings at such intervals as they, having regard to the needs of the pupil, consider appropriate, for as long as the requirement remains in effect. Not later than six days before the date of any review meeting, a governing body must give a written invitation to parents (or the pupil if 18 or older) (and the local authority if the pupil has an EHC plan) to attend the review meeting, or to submit in writing before the date of the meeting their views as to whether off-site direction should continue to have effect. The governing body must ensure, insofar as is practicable, that any review meeting is convened on a date, and at a time, that is suitable for the parent.
- 9.8.8 The governing body must keep the placement under review for as long as the requirement remains in effect and must decide following each review meeting as to whether the requirement should continue to have effect and, if so, for what period of time. The meeting should include arrangements for reviews, including how often the placement will be reviewed, when the first review will be and who should be involved in the reviews.
- 9.8.9 For example, review meetings should take place between the school, parents, the pupil, and other agencies e.g., a pupil's social worker, Child and Adolescent Mental Health Services (CAMHS), Multi-Agency Safeguarding Hubs (MASH) and Youth Justice Teams, and the local authority (if a pupil has an EHC plan) to establish agreed monitoring points to discuss the pupil's ongoing behaviour. These reviews should be recorded in writing and be frequent enough to provide assurance that the off-site direction is achieving its objectives via monitoring points.
- 9.8.10 The governing body must give written notification of their decision as to whether the requirement to continue the placement should continue and if so, for what period of time including the reasons for it to the parent no later than six days after the date of the review meeting.
- 9.8.11 To support a pupil with reintegration into their referring school, the focus of intervention whilst off-site should remain on ensuring that a pupil continues to receive a broad and balanced curriculum whilst any inappropriate behaviours which require intervention are being addressed. If a pupil with a disability or SEN has been moved off-site, the duties under the Equality Act 2010 and the Children and Families Act 2014 continue to apply (for example, to make reasonable adjustments or to put support in place to meet SEN).
- 9.8.12 The length of time a pupil spends in another mainstream school or alternative provision will depend on what best supports the pupil's needs and potential improvement in behaviour.
- 9.8.13 Following a period of re-direction, the academy will take reasonable steps to meet with parents and students to discuss the student's reintegration. This meeting will be chaired by a member of the senior leadership team. At the meeting, the strategy for reintegration, including any reasonable adjustments that need to be made that will ensure an improvement of the student's behaviour.

## 9.9 Suspensions

9.9.1 Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using suspension as a sanction where it is warranted'.

(DFE suspension from maintained schools, Academies and pupil referral units in England)

9.9.2 All decisions to suspend are serious and only taken as a last resort. All decisions will be lawful, reasonable and fair. The Academy pays due regard to the principle legislation, namely:

- the 2011 Education Act
- the School Discipline Regulations 2012
- the Education and Inspections Act 2006
- the Education Act 1996
- the Education (Provision of Full-Time Education for Excluded Pupils) Regulations 2007, as amended by the Regulations 201
- The most up to date guidance released by the DfE

9.9.3 The following examples maybe reasons for a suspension (this list is not exhaustive):

- Failure to comply with a reasonable request from a senior member of staff.
- Failure in the Reflection room/ internal suspension.
- Behaviour that endangers or may endanger the student's own safety
- Behaviour that endangers or may endanger the safety of others
- Violent or threatening behaviour towards a student or member of staff
- Directed use of foul, derogatory /or abusive language towards a student or member of staff
- Consumption of alcohol or drugs
- Deliberate activation of the fire alarm without good intent.
- Making a false allegation against a member of staff that does not lead to a referral to outside agencies.
- Persistent or repeat incidences of bullying
- Serious incidence of theft

9.9.4 When making a decision regarding a suspension we are mindful not to discriminate against children on the basis of protected characteristics such as disability. Children with identified special educational needs and disabilities (SEND) will need more support to meet expectations, although they must not present a health and safety risk to staff or students and must be within the control of the academy. The Headteacher will pay due regard to the SEND Code of Practice when suspending a child with an identified need. Reasonable adjustments for identified children will be agreed under the direction of the Director for Inclusion.

9.9.5 A student may be suspended for one or more fixed-term periods (up to a maximum of 45 school days in a single academic year) or permanently. Students can be suspended for full days or parts of a day or from the premises at lunchtime if behaviour at this time is disruptive. Where the Headteacher believes an incident may warrant more than a five day suspension, the academy has the duty to make an arrangement for education following the fifth day. Where students are suspended

for the same repeat incident the number of days suspension sanctioned will increase with severity.

9.9.6 The Academy has the power to sanction pupils for misbehaviour outside of the academy premises to such an extent as is reasonable and will use Appendix 1 as the guideline for setting sanctions. Conduct outside the academy premises, including online conduct, that we will sanction for:

- when on any academy-organised or academy-related activity
- travelling to and from the academy
- when wearing academy uniform
- when in some way identifiable as a pupil at the academy
- where there will be repercussions for the orderly running of the academy
- posing a threat to another pupil
- adversely affecting the reputation of the academy

#### 9.10 Roles and Responsibilities of All Parties with Regards to Suspensions

##### 9.10.1 The Headteacher

Only the Headteacher has the power to **suspend** a student and this is only on disciplinary grounds. When establishing facts, the Headteacher must apply the civil standard of proof: 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. The Headteacher has the right to direct a child to off-site education. Parents will be informed initially by telephone. This will be followed up with a letter.

##### 9.10.2 The Parent/Carer or any person with parental responsibility

The parents have a duty to ensure their children are not in a public place at any time during the school day. Failure to comply with this could lead to a fixed penalty notice or prosecution. The parent may write to the Advisory Group to ask them to review a **suspension**, although the Advisory Group does not have the power to overturn such a decision if it is less than five days.

In the case of a permanent exclusion, a meeting will be arranged and the parent may arrange representation and/or bring a friend. Parents have the right to apply for a review by an independent review panel within 15 days of the notification.

#### 9.11 Reintegration

Following any fixed-term suspension, the academy will take reasonable steps to meet with parents and students to ensure there is clarity around the reasons for the action and also to discuss the student's reintegration. This meeting will be chaired by a member of the behaviour team and/or senior leadership team. At the meeting, the strategy for reintegration and managing the student's behaviour will be discussed.

## **10.0 The Decision to Permanently Exclude**

10.1 A decision to exclude a student permanently should only be taken:

- In response to serious or persistent breaches of the Academy's Behaviour for Learning Policy.
- Where allowing the student to remain in the Academy would seriously harm the education or welfare of the students or others in the Academy'.

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2015 guidance)

10.1.1 The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- Serious actual physical assault against another student or a member of staff;
- Bringing onto Academy site illegal substances with or without an intent to supply;
- Carrying an offensive weapon; (See Appendix 2 for guidance)
- Potentially placing members of the public in significant danger or at risk of significant harm.
- Persistent disruption and/or breaches of the Academy behaviour policy despite Academy interventions
- These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community.

## **10.2 Advisor Intervention**

10.2.1 Under DfE Guidance 'Exclusion from maintained schools, Academies and pupil referral units in England', a meeting of the Local Academy Council Behaviour Committee must be convened by the Local Academy Council Behaviour Committee when:

- A student has received over 15 days' exclusion in one term;
- Recommendation of permanent exclusion is made by the Head Teacher for a one-off incident, or through the Consequences system.

10.2.2 The Behaviour Committee or in our case, the Academy Advisor committee will comprise of 3 members of the Advisory Group who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

10.2.3 As a precautionary measure, the Headteacher reserves the right to hold a behaviour panel meeting at 10 days, Wingfield Academy may therefore convene a meeting with parents and advisors following 10 days of fixed term exclusions in any one term as and when this is deemed an appropriate course of action. This will act as supportive meeting to intervene before the 15-day period.

10.2.4 After 45 days of exclusion in any one academic year, the Advisors recognise that the Academy is likely to have exhausted the strategies available to it to deal with the

persistent disruption to the learning of others presented by these students. In addition, the Advisors recognise that the individual concerned will have lost so many days of learning it would be unlikely that the Academy could offer any other reasonable support.

## **11.0 Behaviour Expectations and Pupils with Special Educational Needs and/or Disability (SEND)**

11.1 The Academy's culture will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Our whole-school approach aims to meet the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Our behaviour culture will create a calm environment which will benefit pupils with SEND, enabling them to learn.

11.2 Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will always be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

11.3 We will manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided.

11.4 The law also requires the Academy to balance a number of duties, ensuring that they have a bearing on the behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

### **11.5 Reasonable Adjustments**

Under the Code of Practice (2014) schools have a duty to ensure that for students with SEND, reasonable adjustments are offered. Reasonable adjustments ensures that the barrier to a students need is reduced/ removed. For the academy this could include but is not limited to:

As part of meeting any of these duties, we will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;

- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
  - adjusting uniform requirements for a pupil with medically/clinically evidenced sensory issues or who has severe eczema;
  - the use of a brain break
  - key worker access to a safe space, ensuring that they have a champion and advocate within the academy
  - intervention from a Social Emotional Mental Health Learning Support Assistant where the academy feels it is appropriate.
  - The academy also works closely with Rotherham With Me in Mind (part of CAMHS early prevention offer) and would signpost and support students in accessing mental health support
  - training for staff in understanding conditions such as autism.
- Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

## 11.6 Roles and Responsibilities of Designated Staff Supporting SEND Students

### **Director of Inclusion**

- Leads the strategic development of SEND support within the whole school setting.
- Works with the Senior Leadership Team (SLT) to monitor, track and evaluate current provision and develop best practice.
- Leads Inclusion Consultation, an inclusive academy meeting in which concerns, needs and the appropriate provision/ solution for a student is considered and acted upon to ensure a graduated and well rounded response to the needs of a student.
- Leads work with external agencies.
- Advises staff on support and reasonable adjustments for identified pupils .

### **Alternative Provision Lead**

- Liaises with the Director of Inclusion to identify students requiring Alternative Provision and both internal and external providers.
- Has responsibility for overseeing and implementing the provision.

### **Social Emotional Mental Health Lead**

- Liaises with the Child Adolescent Mental Health Services (CAMHS), other SEMH agencies and parents/ carers to support the mental health of students.
- Has responsibility for overseeing and implementing interventions within The Beehive (the academy's Social Emotional Mental Health provision).
- Acts as first responder for students who the academy has identified as having complex SEMH needs.
- Works closely with the Senior Leadership Team in an advisory role when responding to the needs of students.

### **Social Emotional Mental Health (SEMH) Learning Support Assistants (LSAs)**

- Supports SEMH students in lessons, small group interventions and 1:1 interventions depending on the need of the student.

- Acts as a key worker to students as required, contacting parents/carers whilst taking the role of the student's champion within the academy.

## **12.0 Data Collection**

At Wingfield Academy we use Bromcom and PowerBI as our information management system. Here we record all positive and negative behaviour points. The recording of points is not in itself a reward or consequence. The system is in place to ensure the appropriate and consistent application of rewards and consequences. This allows the Academy to have an accurate overview of the impact of this policy and associated strategies in promoting positive behaviours.



## Appendix 1: Guidelines for escalating misbehaviour

The following table provides a framework for the consistent application of the behaviour learning policy.

Types of consequence given	Verbal & Non-verbal cues (See staff scripts for guidance on 'how to')	C1-C2 Warnings given in learning for Low level disruption	C3 Removed from learning to CTL classroom  Students receive only 2 warnings or one of the following incidences occur	C3 Other/ Correction slip:  For failure to follow the 3 R's whilst outside of learning time including on their way to and from the Academy	Reflection Room (1 day)  *To be spent with Teaching Head of Year	Internal Suspension (2- 5 days) Reflection room: This may involve alternative provision)  (Investigation required and readmission following sanction served)  The DSL/HT to be made aware of all incidents of sexual harassment and violent behaviour within the Academy	Suspension  (A maximum number of days tariff is included against each incident.)  The DSL/HT to be made aware of all incidents of sexual harassment and violent behaviour within the Academy  *1st time incident to be sanctioned at an alternative educational setting for 5 days and not a suspension. A suspension is used for repeated incidents
<b>List of incidents (This list is not exhaustive)</b>	<ul style="list-style-type: none"> <li>Wearing outdoor clothing or trainers inside the Academy building</li> <li>Students off task</li> <li>Slow to start work or follow instructions e.g signs of stillness or tracking the speaker</li> <li>Chewing gum, eating or drinking</li> <li>Uniform breach</li> <li>Mobile phone seen or heard</li> <li>Littering</li> <li>Failure to clear away after lunch</li> </ul>	<ul style="list-style-type: none"> <li>Student disturbing other children</li> <li>Student off task despite one reminder</li> <li>Talking over others including the teacher</li> <li>Calling out without permission</li> <li>Slow to start work or follow instructions e.g signs of stillness or tracking the speaker despite one reminder</li> <li>Leaving seat without permission</li> <li>Answering back</li> <li>Showing disrespect to others including negativity</li> <li>Chewing gum, eating or drinking despite one reminder</li> <li>Uniform breach despite reminder</li> <li>Mobile phone seen or heard despite reminder</li> </ul>	<ul style="list-style-type: none"> <li>Continued low level disruption following C1 &amp; C2</li> <li>Any behaviour that could breach the health and safety of others.</li> <li>*Disruption of live learning</li> <li>Missed ILT (But remains in learning)</li> <li>No Pe kit (But stays within the PE lesson)</li> <li>Swearing in conversation*</li> </ul> <p>*Student would remain in lesson</p>	<ul style="list-style-type: none"> <li>Smoking by association</li> <li>Refusal to pick litter up</li> <li>Refusal to clear away after lunch</li> <li>Refusal to correct uniform issues</li> <li>Mobile phone seen or heard despite one reminder</li> <li>'Hands on' with other students</li> <li>Using Inappropriate language in conversation</li> <li>Running on corridors</li> <li>Refusal to leave 'no go' areas of the building</li> <li>Being loud and disruptive on</li> </ul>	<ul style="list-style-type: none"> <li>Failure to comply with a request from a member of middle leadership or pastoral leader</li> <li>Failure in C3 classroom</li> <li>*Non-attendance to a 60-minute detention</li> <li>Failure to wear Academy uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request</li> <li>Smoking/ vaping or in possession of smoking paraphernalia</li> <li>Wilful damage to property</li> </ul>	<ul style="list-style-type: none"> <li>Failure to comply with a <b>reasonable request</b> from a <b>senior member</b> of staff.</li> <li>Walking away from a member of staff when being spoken to</li> <li>Failure in the reflection room/ internal <b>suspension</b>.</li> <li>Making a false allegation against a member of staff that does not lead to a referral to outside agencies.</li> <li>Deliberate activation of the fire alarm</li> </ul>	<p><b>Suspension</b></p> <ul style="list-style-type: none"> <li>Failure in internal suspension</li> <li>Behaviour that endangers or may endanger the student's own safety</li> <li>Behaviour that endangers or may endanger the safety of others</li> <li>*Physical contact of a violent, aggressive or intimidating nature including peer to peer fighting*</li> <li>Threatening sexual violence towards a student or member of staff</li> <li>Directed use of foul, derogatory /or abusive language towards a student or member of staff</li> <li>Possession and /or consumption of alcohol</li> <li>Consumption of illegal substances</li> <li>Persistent or repeat incidences of bullying</li> <li>Serious incidence of theft</li> <li>Refusing to hand over items which are prohibited in the Academy (i.e. E-Cigarettes)</li> </ul> <p><b>Consideration of PX</b></p> <ul style="list-style-type: none"> <li>Bringing illegal substances onto Academy site with or without the intention to supply.</li> <li>Carrying an offensive weapon;</li> <li>Potentially placing members of the public in significant danger or at risk of significant harm.</li> </ul>

			but receive a C3 for this	<p>corridors despite warning</p> <ul style="list-style-type: none"> <li>● Failure to attend P6</li> <li>● Lateness to lesson</li> </ul> <p>Missing items of uniform:</p> <ul style="list-style-type: none"> <li>● Missing Shoes</li> <li>● Missing Tie</li> <li>● Missing Wingfield jumper/cardigan</li> <li>● Missing Full lanyard</li> <li>● Missing Card holder</li> <li>● Missing timetable</li> </ul>	<ul style="list-style-type: none"> <li>● Behaviour which calls into question the good name of the Academy in or beyond school time</li> <li>● Truancy from learning</li> </ul>	<p>without good intent.</p> <ul style="list-style-type: none"> <li>● Bullying/Discrimination including homophobia and racism</li> <li>● Perpetrator of verbal sexual harassment</li> <li>● Inappropriate intentional physical contact of a sexual nature</li> <li>● Theft</li> <li>● Repeat referrals to the consequence room (5 incidents in a 5 week period)</li> <li>● Non physical Threatening behaviour towards a student or member of staff</li> <li>● *Physical contact of a violent, aggressive or intimidating nature including peer to peer fighting*</li> </ul>	<ul style="list-style-type: none"> <li>● Repeated or serious misuse of the Academy computers by hacking or other activities that compromise the integrity of the computer network.</li> <li>● Persistent disruption and breaches of the Academy behaviour policy despite Academy interventions including Advisory Group disciplinary meeting</li> <li>● Violence against a member of staff</li> <li>● Sustained pattern of harmful sexual behaviour (HSB)</li> <li>● Sexual violence against pupil/ staff</li> <li>● *Physical contact of a violent, aggressive or intimidating nature including peer to peer fighting*</li> </ul>
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● PLEASE NOTE: the following statement \*Physical contact of a violent, aggressive or intimidating nature including peer to peer fighting\*, is identified with three possible sanctions. Members of the leadership will review all evidence of any physical interaction and a fair, and reasonable sanction will be issued.

## **Appendix 2: Supplementary guidance to aid the implementation of policy**

### **The Academy's Guidance on Offensive Weapons**

The Academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the Academy. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher or the Academy to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

### **Screening, Searching and Confiscation**

Wingfield Academy follows closely the guidance from the DfE:

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for Headteachers, staff and Governing Bodies'.

Where there are serious concerns that a student may have on their possession a contraband item, the Headteacher, or other designated member of staff may search a student, following the guidance below from the DfE:

*“School staff can search a pupil for any item banned under the school rules, if the pupil agrees. Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.”*

In addition to the practice identified in the DfE guidance, any item brought into the Academy with the intention of the item being sold or passed on to other students which, in the Headteacher's opinion will cause disruption to the Academy or be detrimental to Academy practice will be confiscated.

- Academy staff can confiscate any prohibited item found as a result of a search. They can also confiscate any item, however found, which they consider harmful or detrimental to academy discipline.
- Staff should hand the confiscated item to reception as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.
- Where the Academy finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Head Teacher thinks there is a good reason to do so.
- Where the Academy finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Headteacher thinks that there is a good reason to do so.
- Where alcohol has been confiscated the Academy will retain or dispose of it. This means that the Academy can dispose of alcohol as they think appropriate (or return it to a parent/carer but this should not include returning it to the student).
- Where a member of staff finds tobacco, cigarette papers, lighters, matches they will be disposed of. These will not be returned to the student.
- Staff will also confiscate the following items if they are seen or heard anywhere on the Academy site:
  - Mobile phones, MP3s, headphones, personal game players/cameras, hats/bandanas (except a plain woolly hat in very cold weather), non-regulation jewellery e.g. body, nose and tongue studs (including retainers).
  - Mobile phones will be confiscated for the day, unless this has been directed by staff) and maybe collected by students from the Academy reception at 14:45pm on the same day.
  - All other items including MP3 players, earphones or any other items listed above will be confiscated until Friday of that week.
  - If, at the end of the year, the item has not been reclaimed then the Academy reserves the right to destroy the item.

The Academy is not responsible if any of the above items are lost or stolen whilst in the possession of students.

### **Peer on peer sexual harassment and violence**

School will respond to all concerns and reports of child on child sexual harassment, including those which have happened outside of school and / or on-line. Victims of sexual harassment or violence will be supported via the Academy and their accounts will be taken seriously. When necessary multi-agency support will be sought and all incidents will be managed on a case-by-case basis with the DSL taking a leading role using their professional judgement, supported by other agencies such as children's social care and police as required.

### **Use of CCTV**

CCTV is in operation within the Academy for the purposes of safeguarding. It may be used as evidence during investigations and other processes to ensure that all those who can give evidence regarding an incident are identified and to consider / review the allegations made before the application of a suitable consequence

### **Use of Reasonable Force**

Please refer to the DfE guidance 'Use of reasonable force. Advice for Headteachers, Staff and Governing Bodies'.

All members of Academy staff have a legal power to use reasonable force. This power applies to any member of staff at the Academy. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on an Academy organised visit.

### **Malicious or unfounded allegations against staff**

Wingfield Academy will investigate all allegations about staff misconduct and allegations that staff actions have comprised the safeguarding of students (see Safeguarding policy). If these allegations are proven to be unfounded or malicious, then the Academy will take disciplinary action against those students involved in making the allegation. This may include fixed term, or permanent exclusion, in recognition that this is a serious misdemeanour that could have grave, career threatening consequences for the staff involved and for the reputation of the Academy.

**Appendix 3: Searching, screening and confiscation record**

**Searching, screening and confiscation record**

Date		Time		
Student name		Year group	Ethnicity	
Staff present				
Location of search				
Outline reason for search			<b>Category of search (please tick)</b>	
			Prohibited items	
			Illegal substances	
			Weapons	
		Other: (please state)		
Outcome				
Parents informed	Yes/No	Informed by:		

## **Appendix 4: Department for Education (DFE) References**

Please note that the Wingfield Academy Behaviour Policy has been developed using information from the following DfE documents:

1. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1089688/Suspension and Permanent Exclusion guidance July 2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf)
2. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour in schools guidance sept 22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)
3. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1089687/Behaviour in Schools guidance July 2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf)
4. <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
5. DfE and ACPO Drug Advice for Schools;  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/270169/drug advice for schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf)
6. Use of Reasonable Force;  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use of reasonable force advice Reviewed July 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)
7. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091133/Searching\\_screening\\_and\\_confiscation\\_advice\\_2014\\_\\_updated\\_2018\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091133/Searching_screening_and_confiscation_advice_2014__updated_2018_.pdf)
8. DfE dealing with allegations of abuse against teachers and other staff;  
[https://www.keepingchildrensafeineducation.co.uk/part four alleg.html](https://www.keepingchildrensafeineducation.co.uk/part_four_alleg.html)

All documents should be read in conjunction with this policy. Wingfield Academy reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

## **Appendix 5: What the law allows**

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school including online conduct, other examples are:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school

A sanction will be lawful if it satisfies the following three conditions:

- a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
- b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The headteacher may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.



## Appendix 6: Academy Contract of Expectations

	Academy will:	Parents will:	Students will:
Respectful	<ul style="list-style-type: none"> <li>• Treat everyone with respect</li> <li>• Recognise and reward students who are respectful</li> <li>• Implement the Academy's behaviour for learning policy with fairness and consistency</li> <li>• Respond to every student by name</li> <li>• Be polite and well mannered, using good morning/good afternoon</li> <li>• Make sure we listen to parents' concerns and do our best to support</li> <li>• Make sure that all staff, students and parents know what is expected of them</li> </ul>	<ul style="list-style-type: none"> <li>• Support and reinforce the expectations identified in the 'students will sections'.</li> <li>• Support the Academy's implementation of the consequence and rewards system as laid out in the positive behaviour for learning policy</li> <li>• Give praise at home for good behaviour and attitude at school</li> <li>• Encourage the use of good manners</li> <li>• Engage with Academy staff in an appropriate manner</li> </ul>	<ul style="list-style-type: none"> <li>• Be polite and well mannered</li> <li>• Be Kind and considerate</li> <li>• Listen to others without interruption</li> <li>• Respond quickly and positively to all staff requests</li> <li>• Keep yourself and other safe</li> </ul>
Responsible	<ul style="list-style-type: none"> <li>• Recognise and reward students who are responsible</li> <li>• Check your child's uniform and equipment daily</li> <li>• Contact parents of students who regularly arrive late to the Academy</li> <li>• Keep parents informed about home learning (ILT)</li> <li>• Provide suitable materials for independent learning activities</li> <li>• Set appropriate sanctions for the non-completion of ILT</li> <li>• Embed a culture of taking responsibility for one's own actions</li> <li>• Challenge poor attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure my child wears the correct uniform everyday</li> <li>• Make sure my child comes to school with the necessary equipment and books</li> <li>• Make every effort to make sure that my child will attend the Academy every day and on time</li> <li>• Inform the Academy as soon as possible about any absence and the reason for it</li> <li>• Avoid taking my children on holiday during term time</li> <li>• Attend parents evening</li> <li>• Encourage my child to complete all Independent Learning Tasks</li> <li>• Encourage my child to take responsibility for their actions</li> </ul>	<ul style="list-style-type: none"> <li>• Look smart complying with full uniform expectations (see Academy uniform policy)</li> <li>• Attend every day; be punctual and prepared for learning: Academy bag, equipment.</li> <li>• Accept responsibility for the choices they make</li> <li>• Be Independent, conscientious learners; recording ILT (Independent Learning Task)</li> <li>• Take pride in their work and their environment</li> </ul>
Resilient	<ul style="list-style-type: none"> <li>• Provide an enriched curriculum which challenges and motivates students</li> <li>• Ensure that each student has the opportunities, support and guidance to achieve his/her full potential</li> <li>• Use regular assessment to track student progress and share this with parents on a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage my child to participate in any extra-curricular opportunities offered by the Academy</li> <li>• Encourage my child to work hard and support them with their learning and progress</li> <li>• Promote the importance of education as a foundation for future success</li> </ul>	<ul style="list-style-type: none"> <li>• Approach learning with a positive 'can do' attitude</li> <li>• Persevere when learning is challenging</li> <li>• Absorb yourself in learning</li> <li>• Accept that failure is necessary for success</li> <li>• Work hard</li> </ul>



## Behaviour Rewards Strategy

Weekly Recognition		
Shout Outs/Appreciations		
<p>Each week staff will nominate students for having a positive ATL. These nominations will be shared every week on social media channels and in assemblies.</p> <p>2 students per year group will be drawn from the 'shout outs/appreciations' and they will receive a certificate &amp; chocolate.</p> <p>Year group 'recognition boards' and assembly slides will display the following;</p> <ul style="list-style-type: none"> <li>• Top 10 students in the year group for Achievement Points accumulative for the current academic year.</li> <li>• Top 10 students in the year group for Achievement Points accumulative for the current term.</li> <li>• Top 10 students in the year group for Achievement Points accumulative for the current week.</li> </ul>		
Termly - Reset figure each term		
150 or > Achievement Points	200 or > Achievement Points	250 or > Achievement Points
Certificate & entry into a £5 draw (x 2)	Certificate & entry into a £10 draw (x 2)	Certificate & entry into a £20 draw (x 3)
End of Year		
Top 100 ATL scores	Top 50 ATL scores	Top 20 ATL scores
Certificate, parental letter home & admission to Wingfield Summer Festival	Certificate, parental letter home & admission to Wingfield Summer Festival	Certificate, parental letter home & admission to Wingfield Summer Festival
<ul style="list-style-type: none"> <li>• Rewards will be issued to individual students each week, term and at the end of the academic year for each year group.</li> <li>• There will be three categories of rewards/recognition for individual Achievement Points for each term as well as at the end of the academic year.</li> <li>• Staff can issue Achievement Points to individual students via stamping the rewards page in their planner. Staff will issue using the Academy AtL descriptor 1: Has an Excellent attitude to learning</li> </ul>		

- Resilient - They are working as hard as they can, both in every lesson and in all ILT activities.
- Resilient - They strive for excellence in everything they do.
- Resilient - Classwork and ILT are always completed to the highest standard, demonstrating excellent effort and resilience in all activities.
- Resilient - They show high levels of motivation and enthusiasm in learning and maximise every opportunity on offer to further their progress.
- Responsible - They are always on time, fully equipped and prepared to learn.
- Respectful – Always respond quickly and positively to staff requests.
- Respectful – Always polite, kind and considerate towards others.
- Students can receive a maximum of one achievement point per lesson.
- Heads of Year to update year group notice board weekly by listing:
  - Top 10 students in the year group for Achievement Points accumulative for the Academic year
  - Top 10 students in the year group for Achievement Points for the term
  - Top 10 students in the year group for Achievement Points accumulative for the week

## Policy Status

<b>Policy Lead (Title)</b>	Assistant Headteacher	<b>Review Period</b>	Annually
<b>Reviewed By</b>	Trust Executive Team	<b>Equality Impact Assessment Completed (Y/N)</b>	N

### POLICY AMENDMENTS

Version	Approval Date	Page No./Paragraph No.	Amendment	Audience	Plan for Communicating Amendments
Version 1* *This is the first version since WFA joined NCLT	TET 08/07/2021			WFA Staff, students and parents	Uploaded onto NCLT website
Version 2 Updated by Lee Hill	TET 26/04/2022	Pg. 8, para 8.5.1	Updated start time for consequence room	WFA Staff, students and parents	Uploaded onto NCLT website
Version 3 Updated by Lee Hill & Adam Pyott	TET (via RF and PD) 04/10/2022 BoD 06/02/2023	Throughout the policy	Throughout the policy	WFA Staff, students and parents	Uploaded onto NCLT website
Version 4 Updated by Claire Wilkins & Adam Pyott	C Suite (RF and PD) 27/02/2024	Throughout the policy	Throughout the policy	WFA Staff, students and parents	Uploaded onto NCLT website